DOCUMENT RESUME

ED 091 735 CS 201 340

AUTHOR Moore, Betty Jean
TITLE The Heinsen-Moore Test of Visual Processing Skills with Directions for Administration and Scoring. Revised Edition.
PUB DATE 72
NOTE 26p.; Revision of an earlier test designed by Dr. Arthur C. Heinsen, Jr., a practicing optometrist; See related documents CS 201 320-375

EDRS PRICE MF-$0.75 HC-$1.85 PLUS POSTAGE
DESCRIPTORS *Educational Research; Elementary Education; Language Arts; *Measurement Instruments; Primary Grades; *Reading Skills; *Reading Tests; Research Tools; Resource Materials; *Visual Perception
IDENTIFIERS *The Research Instruments Project; TRIP

ABSTRACT

Designed to enable classroom teachers to screen an entire classroom of children simultaneously for visual processing skills, this test uses a four-page answer booklet and nine 35mm slides, and it includes activities for both near- and far-point visual skills. The test is used only for gross measurement, and a child who makes a low score would be singled out for further individual testing or referral to professional vision specialists. [This document is one of those reviewed in The Research Instruments Project (TRIP) monograph "Measures for Research and Evaluation in the English Language Arts" to be published by the Committee on Research of the National Council of Teachers of English in cooperation with the ERIC Clearinghouse on Reading and Communication Skills. A TRIP review which precedes the document lists its title, author, date, and age range (primary), and describes the instrument's purpose and physical characteristics.] (RB)

NCTE Committee on Research

The Research Instruments Project (TRIP)

ED 091735

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CS 201340

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Category:

Title: "The Heinsen-Moore Test of Visual Processing Skills"

Author: Betty Jean Moore

Age Range: Primary

Description of Instrument:

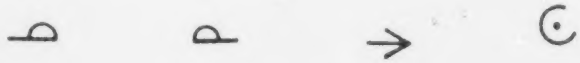
Purpose - to enable classroom teachers to screen an entire classroom of children simultaneously for visual processing skills.

Date of Construction: - 1972 (revised)

Physical Description: - This was an "original group vision screening test" designed by a practicing optometrist, Dr. Arthur C. Heinsen, Jr., and revised at his request by Dr. Betty Jean Moore, a reading specialist. The test uses a four-page answer booklet and nine 35 mm slides, and it includes activities for both near - and far - point visual skills. The Heinsen-Moore Test is used for only gross measurement. A child who makes a low score would be singled out for further individual testing or referral to professional vision specialists. The present form (Form A) of the test is still in the development or experimental stages. It was administered to 380 subjects in grade one through nine in 1972. An additional form B was then devised and standardization data should be available for both forms in 1974-75. A factor analysis of the data of Form A, indicates the existence of four factors, labelled tentatively as

(1) Visual-visual match, (2) Visual organization, (3) Speed, (4) Discrimination between likenesses and differences.

Answer sheet-page 1: a slide of the first row is given below (there are 4 rows on the slide)

1. 

and the children are given the directions. In each row (row 1 above), look to see if any symbol is repeated.

If each symbol is there one time, write a 1.

If each symbol is there two times, write a 2.

If each symbol is there three times, write a 3.

Frames:

one

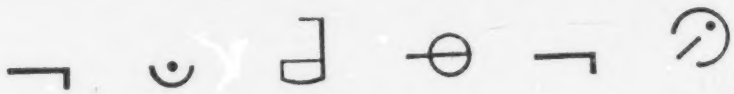
1.

2.

3.

4.

Answer sheet-page 2: The directions are similar to the preceding section except there are no slides. The symbols are given on the child's answer sheet.

1. 

Answer sheet-page 3: Again there are no slides.

Directions: In each row look to see if any symbol is repeated.

1.

Answer sheet-page 4: The children are shown slides in order to complete this page. Directions: When each frame is shown on the screen, find the symbols shown on your answer sheet for that frame. Write the number of the line in which you find each symbol.

Slide #6

1.
2.
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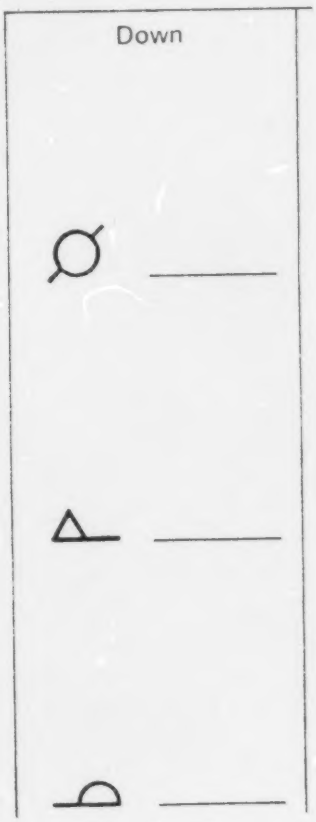
10.

Answer Sheet: Frame 6



The total test (with specific times for each section) takes about 30 minutes to administer.

Validity, Reliability, and Normative Data:

Although the test was administered to subjects in grades one through nine, the author indicates that the test is useful for only primary children where the correlation between the Heinsen-Moore and reading achievement is .63, which is statistically significant at the .001 level. The test has a coefficient of instrument reliability of .91 established by the split-half procedure.

Ordering Information:

EDRS

Related Documents:

Moore, Betty Jean. A Statistical Evaluation of the Heinsen-Moore Test of Visual Processing Skills Used for Group Vision Screening in Elementary Classrooms. Unpublished Doctral Thesis, University of Illinois, Urbana-Champaign, February 1973.

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Betty Jean Moore
"The Heinsen-Moore Test of Visual Processing Skills"
1972

DIRECTIONS FOR ADMINISTRATION AND SCORING OF THE HEINSEN-MOORE TEST OF VISUAL PROCESSING SKILLS

Administering the Test

Purpose

The purpose of this test is to determine how quickly and accurately children in groups can process visual information. The test is based on the assumption that there is a relationship between school achievement and the ability to process visual information.

A low score on this test would probably indicate that the child has visual-motor and visual-perceptual skills which are inadequate for efficient school performance. However, the child with a low score should be further tested individually, either by other screening procedures or by vision specialists. A high score on this test would probably indicate the child has visual-motor and visual-perceptual skills adequate enough for efficient school performance.

Room Arrangement and Equipment Needed

This test is designed to be administered to children in groups in the classroom by the classroom teacher, in about thirty minutes. The only training necessary is the careful reading of, and adherence to, the test directions.

The equipment needed is one Heinsen-Moore Test booklet

for each child to be tested; the nine slides comprising half of the test; a 35mm slide projector (carrousel-type facilitates easier test administration), screen; and a stopwatch. Other optional equipment includes markers made of heavy paper (for primary children) with an answer box grid similar to that found on page one of the test booklet.

The room should be arranged to make it possible for all children being tested to see the screen with an unobstructed view. Because some writing is necessary, desks should be used and should be so arranged that children should be about ten to twenty feet from the screen.

The room should be light enough to see the answer booklets, but it should be dark enough so that images projected on the screen are clear and sharp. (Glare should be reduced by use of shades on the windows, but a row of overhead lights generally will not interfere with the slide projections.)

It is helpful for the test administrator to have at least one assistant, so that while the administrator operates the projector and gives directions, the assistant may move about the room to give children help with keeping the place or turning the lights off and on.

Procedures and Timing

Test booklets should not be passed to the children until preliminary directions have been given and a chart or chalkboard demonstration has been made.

On a chart or chalkboard, draw four rows of symbols, similar to but not duplicating the two pages of symbols in the test booklet, with five symbols in each row. In row one, each symbol should be different from every other one. In row two, one symbol should occur twice. In row three, one symbol should occur three times, and in row four, one symbol should occur two times.

SAY: Today we are going to take a vision test; this test may be something like one you took individually from the school nurse, but it is not exactly the same.

This test uses symbols (point to); it does not use words or numbers. (With primary children, SAY also: What do we call these? Wait for response, possibly questions).

The symbols are in rows like these (indicate); some of them will be on two pages of the answer booklet you will be given. Others will be projected on this screen (indicate). I will tell you when to work on the pages in the booklet and when to look at the symbols on the screen.

It is very important that you listen carefully and do exactly as I ask you to do. Every part of the test is carefully timed with the stopwatch (indicate), so you must not begin until I say "Ready, begin." And you must stop when I say "Stop."

When the test booklet is placed face down on your desk, do not turn it over or write on it until I tell you what to do. Are there any questions?

Have the test booklets passed face down.

SAY: For today's test, you will mostly write only three numbers: a 1 or a 2 or a 3. Now, follow my hand with your eyes (demonstrate by sliding hand across row under symbols, going from left to right) and tell me if each symbol is in row one just one time? Answer yes or no. (Wait for response.) In the box at the end of the row, I will write a 1 (do this).

Now follow my hand across the row and tell me if each symbol is there just one time; answer yes or no. Right. This one (indicate) is here two times, so what will I write in the answer box at the end of the row? (Wait for class to say "two" and write 2).

Now look across the next row (indicate) and tell me if every symbol is there just one time; answer yes or no. Right. This one is in the row how many times? Yes. So I

write a 3 in the answer box at the end of the row.

Now look at the last row. Is each symbol there just one time? Right. One symbol is there how many times? Yes, two times, so I write 2 in the answer box at the end of the row.

For each part of the test, this is just what you will do. You will quickly look across the row to see if each symbol is there just one time. If it is, you write a 1 in the answer box on the test booklet. If one symbol is there two times, you write a 2; if one symbol is there three times, you write a 3. No symbol will be there more than three times; and only one symbol may be repeated in a row. Are there any questions?

Turn your answer booklets over (demonstrate) and turn to page two. You will do this page just like we did the sample on the chalkboard. Look across the row to see if each symbol is there just one time or two times or three times. At the end of the row, write the number in the answer box just like I did on the chalkboard.

Ready, begin.

TIMING:

For grades 1-3	30 seconds
For grades 4-5	25 seconds
For grades 6-9	25 seconds

SAY: STOP. Very good. Now turn to the next page (demonstrate and be sure all have correct place in booklet). On this page you will do the same thing. Be sure to work quickly but carefully. Ready, begin.

TIMING:

For grades 1-3	60 seconds
For grades 4-5	45 seconds
For grades 6-9	30 seconds

SAY: STOP. Very good. Now close your test booklets (demonstrate). The rest of the test will use slides and you will write your answers in the booklet.

Turn on the slide projector. Be sure the image is in sharp focus. Advance the sample slide.

SAY: Although this part of the test uses slides, you will do exactly the same thing you just did on the two pages. You will look quickly across the row (demonstrate on the projected image on the screen) to see if each symbol is there just one time. Look at row one. Is each symbol there just

one time? Right. So in the answer box here (demonstrate, using markers for young children; show how all answers for one slide are to be written one below the other in consecutive order) you will write 2 on the marker--the marker is for practice.

Now look back at the screen at row two; is each symbol there just one time? Right. So in the next answer box under the two you just wrote, you will write a 1. (Indicate with finger).

Each time this is just what you will do. Look quickly across the row to see if each symbol is there one time or if one symbol is there two times or three times. Then you write the answers in the numbered boxes on the booklet. (Demonstrate). You can use your marker (have them turn it over to the blank side) to keep the place. The answer boxes are numbered like the rows on the slides. How many rows will the next slide have? Right. It will have four lines; you know this because you have four boxes for your answers. Each time you will look across the row, then write your answer, then look back at the screen at the next row, then write your answer again. Do that until I say STOP or until you have finished the whole slide. Some of you will finish before I say STOP; just sit quietly and rest your eyes. If you do not finish the whole slide before I say STOP, do not worry, it is all right. You are not all expected to finish everything.

Are there any questions?

Place your marker like this (demonstrate). Look at the screen.

Cover lens with hand or paper or cardboard. Advance to next slide.

SAY: Ready, begin. (Uncover lens, begin timing.)

TIMING: (for slide 1)

For grades 1-3	30 seconds
For grades 4-5	25 seconds
For grades 6-9	15 seconds

SAY: STOP. (Cover lens, advance to next slide; give 15 seconds or more for rest.) Move your markers over. Look at the screen. Ready, begin. (Uncover lens, begin timing.)

TIMING: (for slide 2)

For grades 1-3	30 seconds
For grades 4-5	25 seconds
For grades 6-9	15 seconds

SAY: STOP. (Cover lens, advance slide; give 15 seconds or more for rest.) Move your marker over. Look at the screen. Ready, begin. (Uncover lens, begin timing.)

TIMING: (for slide 3)

For grades 1-3	30 seconds
For grades 4-5	25 seconds
For grades 6-9	20 seconds

SAY: STOP. (Cover lens, advance to next slide; give 15 second rest.) Move your marker over. Look at the screen. Ready, begin. (Uncover lens, begin timing.)

TIMING: (for slide 4)

For grades 1-3	45 seconds
For grades 4-5	30 seconds
For grades 6-9	30 seconds

SAY: STOP. (Cover lens, advance to next slide; give 15 second rest.) Move your marker out of the way; you are on the last row of this page. Look at the screen. Ready, begin. (Uncover lens, begin timing.)

TIMING: (for slide 5)

For grades 1-3	45 seconds
For grades 4-5	30 seconds
For grades 6-9	30 seconds

SAY: STOP. (Turn light of projector off; leave fan running, advance to next slide. Go to front of room for demonstration.)

SAY: This next slide is different from all the others. It has just one row of symbols. It begins in the middle of the slide at the top (demonstrate) and goes down the center of the slide like this. Beside each symbol is a number; there are ten symbols altogether. (Demonstrate with hand in air.) The symbols begin at the top and go down--1,2,3,4,5,6,7,8,9,10. Now, turn to the last page of your booklet (demonstrate). Place your marker like this (demonstrate), so you can see just this first row.

On these last four slides you will not look to see if symbols are in the rows more than one time. Instead, you will look for just certain symbols and not pay any attention to all the others.

See these three symbols in the answer booklet? (Indicate) You are to look down the one row in the middle of the slide and find the number beside the symbol. (Point to

first symbol.) If you find a three beside this one on the slide, what will you write on this line? Yes, a 3. If you find a six beside this next symbol, what will you write on this line? Yes, a 6. Are there any questions?

(Cover lens, turn on light of projector)

SAY: Ready, begin. (Uncover lens, begin timing.)

TIMING: (for slide 6)

For grades 1-3	30 seconds
For grades 4-5	25 seconds
For grades 6-9	20 seconds

SAY: STOP. (Cover lens, advance slide; give 15 seconds or more of rest.) Move your marker over. All the rest of the slides are in rows across like the first five slides. You will look on your answer sheet to see what symbols to find; then look quickly for these symbols. When you find one, write down the number of the row in which you find it. The numbers will be at the beginning of each row, not beside each symbol like on that last slide. Are there any questions? Ready, begin. (Uncover lens and begin timing.)

TIMING: (for slide 7)

For grades 1-3	60 seconds
For grades 4-5	45 seconds
For grades 6-9	45 seconds

SAY: STOP. (Cover lens, advance slide; give 15 second rest.) Move your marker over. Look at the screen. Ready, begin. (Uncover lens, begin timing.)

TIMING: (for slide 8)

For grades 1-3	60 seconds
For grades 4-5	45 seconds
For grades 6-9	45 seconds

SAY: STOP. (Cover lens, advance slide; give 15 second rest.) Move your marker out of the way; this is the last slide, then we will be finished with the test. This time you will have four symbols to look for; do the best you can. Ready, begin. (Uncover lens, begin timing.)

TIMING: (for slide 9)

For grades 1-3	60 seconds
For grades 4-5	60 seconds
For grades 6-9	45 seconds

SAY: STOP. (Turn off projector light; leave fan on.) You were very good workers. Close the test booklets and they will be collected (or you may wish older children to complete the information required on page one.)

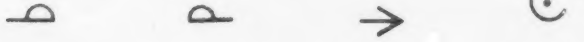
Scoring the Test

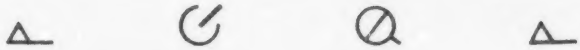
Each item is either right or wrong (see key). Count each correct response as one point; there are 54 points possible.

In the score box on page one, place the raw score for slides 1-5, then slides 6-9, then the total for the two pages of symbols printed in the test booklet. Add. The total raw score is the child's score on the Heinsen-Moore Test of Visual Processing Skills.

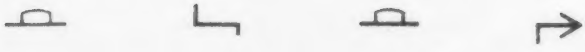
Slide #1

©

1.  1

2  2

3. 3

4.  4

Slide #2

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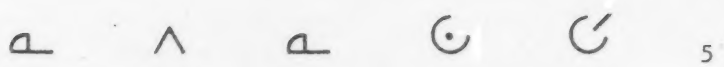
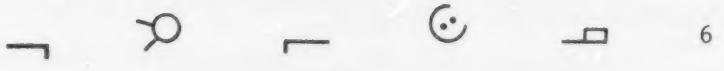
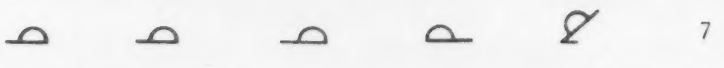
1.  5

2.  6

3.  7

4. 8

Slide #3

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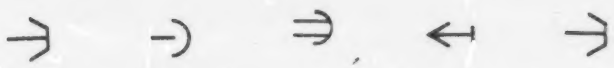
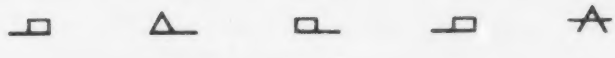
1. 9

2. 10

3.  11

4.  12

5. 13

Slide #4

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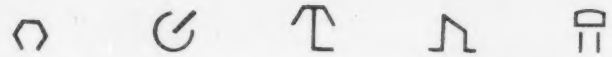
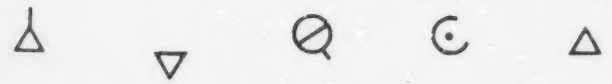
1.  14

2. 15

3.  16

4. 17

5. 18

6. 19

Slide #5
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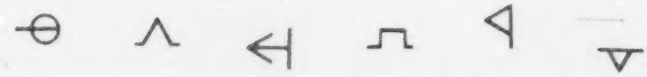
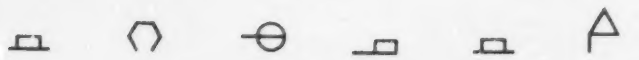
1.  20

2. 21

3. 22

4.  23

5. 24

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Slide #6

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Slide #7

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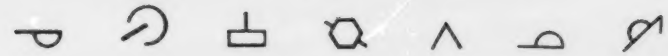
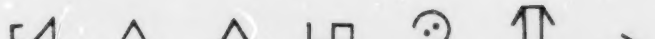
1. 

2.  45

3.

4. 47

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Slide #8

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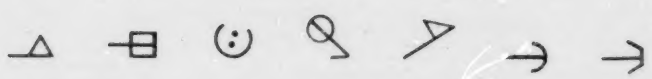
1. 48

2.

3. 

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Slide #9
©

1. 54

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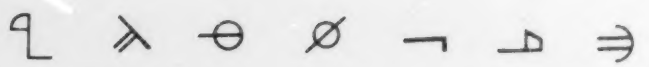
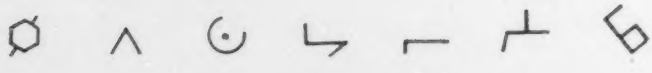
5.  53

6. 51

7.  52

8.

9.

THE HEINSEN-MOORE TEST OF VISUAL PROCESSING SKILLS

©

(For Group Vision Screening)

Name _____ Grade _____ Birth-Date _____

School _____ Examiner _____ Date _____

Directions: In each row, look to see if any symbol is repeated.
If each symbol is there one time, write a 1.
If any symbol is there two times, write a 2.
If any symbol is there three times, write a 3.

Scores	
1-5	
6-9	
pps. 1-2	
Total	

Frames.

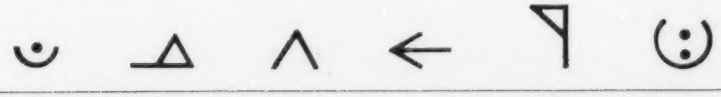
One	Two	Three	Four	Five
1.	1.	1.	1.	1.
2.	2.	2.	2.	2.
3.	3.	3.	3.	3.
4.	4.	4.	4.	4.
		5.	5.	5.
			6.	6.

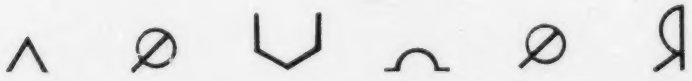
Directions: In each row, look to see if any sumbol is repeated.
If each symbol is there one time, write a 1.
If any symbol is there two times, write a 2.
If any symbol is there three times, write a 3.

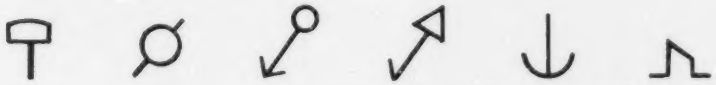
Answers

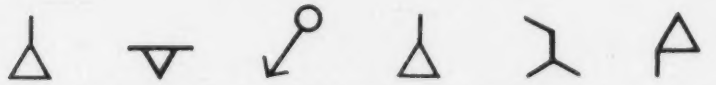
1.

2.

3. 

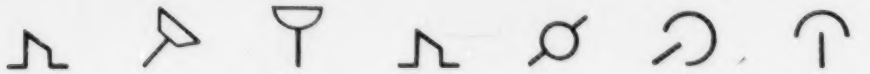
4. 

5. 

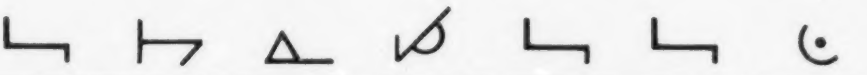
6. 

Directions: In each row, look to see if any symbol is repeated.

Answers

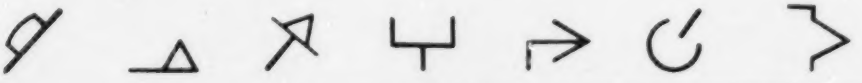
1. 

2.

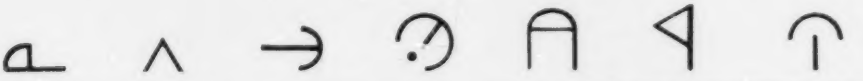
3. 

4.

5.

6. 

7.

8. 

9.

10.

Directions: When each frame is shown on the screen, find the symbols shown on your answer sheet for that frame. Write the number of the line in which you find each symbol.

Frames:

Six	Seven	Eight	Nine
Down	Across	Across	Across
____	____	____	____
____	____	____	____
____	____	____	____
			____